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zero point which has a P. E. like any other value—in fact, the largest of all. It thus appears that the whole question of reliability is exceedingly important in this connection and will doubtless receive greater consideration as Mr. Douglass' excellent material is put into use.

KARL J. HOLZINGER

Recent compilations of word lists.—Despite the fact that a number of extensive studies have been made and various methods employed in the effort to determine word lists which might with some degree of certainty define the task of the schools so far as the individual's knowledge of words is concerned, there still remains a feeling that the best information which available lists afford may be modified by additional tabulations. Two recent studies have undertaken more clearly to indicate the utility of existing lists by supplementing these and by showing the relative importance of the words they contain.

One¹ of these studies has sought to determine the words commonly used by individuals in various callings. To this end, an analysis was made of 3,723 letters written by adults engaged in more than thirty-five different occupations and callings. These were classified into six principal groups, intending to distinguish "the range and frequency of words used by (1) those especially trained for the callings in which they are engaged, (2) those in semi-professional or semi-skilled, gainful occupations, which in general require no special preparation or training, (3) domestics and those not directly engaged in professional or gainful occupations" (p. 21). These classes are designated "professional, business, domestic, miscellaneous, personal, and farmers."

The total tabulations included 9,223 different words. Of these, it is noted, 14 constitute one-fourth of the total number of 361,184 running words included in the study, 77 comprise one-half, while 442 make up three-fourths of the total number. In selecting a final list which is assumed to represent the words commonly used by individuals of the six specified groups, all words were included that occurred in three or more groups with a frequency of at least five. The resulting list comprises 3,087 different words.

A comparison is drawn between this list and Pryor's list of 1,478 words described as a minimal list for pupils of Grades II-VIII. Thus, it is shown that of the words not found in the Pryor list, 207 occurred in each of four of these groups with a total frequency of 20 or more. Thirty words of the Pryor list, on the other hand, were not shown by this study to be of common use among the classes of individuals considered. The evidence, then, is that "neither of the two lists is complete, and that not all simple and familiar words are revealed by this method, even when a large amount of material is scored and

¹ WILLIAM NICLAUS ANDERSON, *Determination of a Spelling Vocabulary Based upon Written Correspondence*. "University of Iowa Studies in Education," Vol. II, No. 1. Iowa City: University of Iowa, 1921. Pp. 66.

tabulated." The author concludes, however, that this study indicates that there are some three thousand or more words which are so commonly used that an individual of average intelligence might well know them. But it is not to be inferred that these all need to be taught in formal spelling lessons. Rather, it is suggested, attention should be given to the mastery of these words in connection with all written school work.

A second list¹ presents the 10,000 most commonly used words in a "count of about 625,000 words from literature for children; about 3,000,000 words from the Bible and English classics; about 300,000 words from elementary-school textbooks; about 50,000 words from books about cooking, sewing, farming, the trades, and the like; about 90,000 words from the daily newspapers, and about 500,000 words from correspondence. Forty-one different sources were used" (p. iii).

Accompanying the list is a notation scheme, the numerals and letters of which indicate the relative importance of the words according to the findings of this study. These notations show both the number of different sources in which the word was found and the frequency of its occurrence in all the sources. In the case of the 5,000 most important words, an additional notation shows in which thousand and in which half thereof the word occurs. Within the first 500 words there is a further distinction into hundreds; so that the teacher can readily determine the probable importance of any word as compared with the others of this list.

Each of these reports recognizes the limitations of the study as made and warns against the use of the list presented as a formal spelling list for use in schools. Each, however, may be used to good effect by the teacher in constructing spelling lists or in determining the treatment that is probably most valid in the case of any special word about which there is doubt.

Junior-college mathematics.—The plan of presenting mathematics by arranging in a homogeneous manner the material traditionally given in separate courses and under separate names is now followed by a number of authors of textbooks. Courses in general, unified, or correlated mathematics are taking the places of courses in arithmetic, algebra, geometry, and trigonometry. There is a general agreement among junior high school texts that the pupils should be introduced to mathematics as a whole. In addition to arithmetic, a considerable amount of algebra and geometry is offered in these courses. For the senior high school several texts in general and correlated mathematics are available. In the junior college the tendency toward unifying mathematical subjects seems to be even more marked in the high school, and recently several texts prepared from this point of view have appeared.

¹ EDWARD L. THORNDIKE, *The Teacher's Word Book*. New York: Teachers College, Columbia University, 1921. Pp. vi+134.